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LETTERS AND NOTES.

LONDON, April 8, 1892.

TO THE EDITOR.

It been suggested to me that a short account of the various opportunities which exist in London for the study of Philosophy in its different branches, embracing Psychology, Logic and Ethics, would be acceptable to your readers. I have therefore put together a few notes showing what is done at the various Institutions in the Metropolis which make the teaching of any of the branches of Philosophy a systematic part of their work. The account does not claim to be exhaustive and may not even do full justice to some of the Institutions named, though it seeks to do this as far as published materials permit. The information is derived partly from personal knowledge and partly from the calendars and printed syllabuses, and if not very complete it may be interesting to Americans who are devoting so much attention to philosophical studies.

Naturally one begins with the University of London which may be presumed to be the chief influence in directing the line of study followed in the London Colleges. In Mental Science the influence of James Mill, and later Grote and Bain as examiners, did much to fix the schedule of study. It may not be universally known to readers of your Journal that the University of London is an examining and not a teaching University. Its graduates come from all kinds of colleges and they may have been prepared by private instruction. Its degrees are valued for their high standard and the severe tests, which it is admitted, they impose. For the B. A. and B. Sc. pass degrees, a very fair knowledge of Psychology, Logic and Ethics was requisite until recently. Now it is optional whether the candidate takes Mental Science or Mathematics. There is a separate examination for Honours in Mental Science; for this, in addition to the above subjects, special books are set each year. The M. A. degree (Branch III) to which graduates in Arts may proceed, provides however the chief Mental Science examination. This includes Logic, Psychology and Ethics, Political Economy, History of Philosophy and Political Philosophy. For the latter two divisions, special books are set each year; for the other subjects no books are prescribed by the University. Science Graduates may proceed to a D. Sc. Degree in Philosophy by a further examination for which an original thesis must be produced.

The University also conducts an examination in the Art, Theory and History of Teaching, for which it confers a Teacher's Diploma; this examination includes a paper on Mental and Moral Science. The present examiners in Mental Science are Dr. James Sully, so well known by his writings on Psychology, and Professor Knight of St. Andrew's University.

Coming now to the teaching Institutions, University College (Gower Street) deservedly stands quite to the front in any estimate of philosophical work. Its students prepare for the University with which the college has been closely associated from its foundation. This is, I be-

lieve, the only institution in the Metropolis in which there is any endowment of Philosophy.

Professor Croom Robertson, M. A., the pupil and discriminating disciple of Bain, has for more than twenty years filled the chair of Grote Professor, and numbers among his students many of those who now lecture elsewhere, including the present writer. Professor Robertson is widely known for his philosophical erudition, his cultured lectures, his scientific spirit, and his devotion to the cause of philosophy. His are the only lectures of note on Philosophical Systems and History, which are available to the general public in the Metropolis. Professor Robertson was also the Editor of "Mind" from its inception in 1876 until last year when his health unfortunately compelled him to discontinue that task. The method pursued by Professor Robertson in his Lectures will be best understood from a copy of his general Syllabus extracted from the College Course.

GENERAL COURSE.

Psychology:—Thirty Lectures in *First Term*, beginning October 12th.

Logic:—Thirty Lectures in *Second Term*, beginning January 11th.

General Philosophy; Ethics:—Twenty Lectures in *Third Term*, beginning May 2nd.

The course is primarily designed to meet the requirements of Elementary Students, and more particularly Candidates for the B. A. and B. Sc. Degrees of the University of London. The topics to be treated under the head of GENERAL PHILOSOPHY correspond with some of those included in the *psychological* and *logical* divisions of the University's scheme of Mental and Moral Science. To make the instruction as thorough as possible, lectures are varied or supplemented by conversation, and are followed up by a regular series of exercises to be written at home.

Students who take the Course with a view to B. A. or B. Sc. Honors or to the M. A. Degree, (Branch III) or for no purpose of examination at all, have their respective needs carefully attended to from the first, their reading being specially directed, and (where necessary) more advanced exercises being prescribed.

SPECIAL COURSES.

HISTORY OF PHILOSOPHY.

First and Second Terms.

PLATO (*Theaetetus Republic*) and HUME, as prescribed for the M. A. Degree in 1892.

Third Term.

PLATO (*Phaedo*) and ADAM SMITH (*Moral Sentiments*), as prescribed for B. A. and B. Sc. Honors in 1892.

These Special Courses will be given at times to be arranged privately with the Students concerned. Names for the M. A. Course should be sent in to the Professor by the 16th October; for the B. A. and B. Sc. Honors Course, by the end of the Second Term.

The *John Stuart Mill Scholarship* is open to the competition of Students within two Sessions after completion of the General Course.

The subject prescribed for the Mill Dissertation in the Session 1891-92 is "THE DEVELOPMENT OF ENGLISH PHILOSOPHY TILL HUME."

King's College, (Strand), has also been in close relation with the University from its foundation though it now sends up very few students for Degrees. It is a Church of England College and confers a title of its own (A. N. C.). There are regular courses in Logic and Mental

Philosophy, though Philosophy is not now a very prominent feature of the College Course. The Rev. Frederick Denison Maurice was at one time professor here. The following is a copy of the Syllabus as it appears in the College Calendar:

LOGIC AND MENTAL PHILOSOPHY.—“Lectures are given on these subjects on Wednesdays from two to three P. M. Each course will run through three terms, will consist of about thirty lectures, and is intended to give such a general knowledge of the subject as every educated man may be suspected to possess. The requirements of the B. A. and B. Sc. examinations of the University of London will be constantly kept in view.” The Rev. A. Caldecott, St. John’s College, Cambridge, is the present professor. There is an evening class on Mondays from seven to eight P. M. The College has also a separate department for ladies at Kensington where a Course of Lectures on the Ethical teaching of English Poets and Essayists of the Nineteenth Century is being given.

Bedford College for Ladies, (Baker Street, W.) is an institution for the higher education of women. Founded in 1849, it has regularly prepared its students for the University of London since 1879 when the Degrees were thrown open to women, and its curriculum is mainly regulated by the requirements of the University. The College is well appointed and supplied with laboratories and apparatus. The accommodation is excellent and some twenty-five students reside on the premises. A Training Department for Teachers has been recently formed; for this class as well as to the Students for Degrees, Mrs. Bryant, D. Sc., (London), is delivering a course of Lectures on the elements of Psychology; this will be followed by a course in Ethics and Logic.

There are several valuable Evening Colleges in London which provide higher education for persons occupied during the day, and which also prepare for the examinations of the University. Foremost amongst them is the *Birkbeck Institution*, (Chancery Lane), with some four thousand students of both sexes, and classes and lectures on all kinds of subjects from Arithmetic to Astronomy. The writer has for many years lectured here on Logic, Psychology, Ethics, and Political Economy, to numbers of students engaged during the day as City Clerks, Teachers, etc. Some proceed to Degrees at the University, and others to the Cambridge Higher, Women’s and other examinations. The principal text books are Jevons, Mill, Bain and Veynes, on Logic; Sully and Höffding on Psychology, and Sidgwick’s *Methods and History on Ethics*. The courses are arranged to cover all the London University examinations in these subjects.

The *City of London College*, (Moorfields), is an exactly analogous Institution. Its curriculum resembles that of the Birkbeck, and with a smaller body of students it carries on work of the same character. Logic, Psychology and Ethics have a permanent place in its Syllabus, and the description just given may be taken as indicating its character and aims.

A comparatively new Institution is the *London Ethical Society*, (Essex Street, Strand), established about five years ago with the object of developing interests in Ethical and Social subjects. This is done primarily by free Sunday evening Lectures followed by discussions; the current programme of Lecturers contains among others the names of Allanson Picton, Felix Adler, and D. G. Ritchie. The Society further organizes courses of week night lectures on Ethical and Philosophical subjects in which it aims at “establishing more systematic teaching in the subjects dealt with at the Sunday lectures.” Mr. Muirhead lectures on Ethics. Mrs. Bryant has recently completed a course of Lectures on “Mind and Life.” Mr. B. Bosanquet is now engaged on a course on “The Nature of Knowledge,” and it is proposed next winter to deal with “The Philosophy of Art,” and “History of Religion.”

There is another Institution which must be noticed. *Toynbee Hall*, Universities Settlement in the east of London, is probably well known to Americans. There, for some years, a colony of university men has been working in many ways to elevate the tone of east London; the plan has included lectures, reading classes, students' societies, etc. Many eminent men have delivered lectures on Ethical topics, and a Toynbee Philosophical Society has been founded over which various able University men have from time to time presided, including recently Mr. Alexander of Lincoln College, Oxford, whose name is known as a writer on Ethics and Psychology. The labor is of a voluntary kind for the most part, and its primary aim had doubtless much more of a missionary character, though it has developed considerably.

It remains only to speak of the work of Dr. James Sully as a Lecturer on Psychology and Education. For many years Dr. Sully has lectured at the College of Preceptors (Bloomsbury) on the "Science, Art and History of Education." These lectures are the most popular and systematic lectures of the kind in the Metropolis; they attract annually a large attendance of Teachers in Secondary Schools. Their aim as set forth in the Syllabus is to show that "there are definite truths relating on the one hand to the characteristics and laws of growth of the child, and on the other hand to the ends of human life which have a direct bearing on the Teacher's work."

Dr. Sully's reputation as a Psychologist is too great to need mention here, his books have become text books throughout the world; his experience in the application of Mental Science to the principles and practice of Education is equally extensive with his scientific acquirements in the field of Mental Science, and these lectures are a most important factor in the diffusion of the principles of Psychology in the Metropolis.

Dr. Sully lectures also on Psychology at the Maria Grey Training College, Fitzroy Street, the first Training College for Women Teachers in Secondary or "High Schools." This College was founded in 1878 for the Training in the Theory and Practice of Education of women who desire to devote themselves to teaching in girls' Secondary Schools, and who aim at a University Certificate of professional skill. Dr. Sully further lectures at some of the Normal Schools for Elementary Teachers.

The following very condensed summary of a current Syllabus will give some idea of the plan adopted in Dr. Sully's lectures on Education:

1. Education as a science and an art—its place in relation to human activity, social progress, civilization.
2. The true purpose of education—different conception of the aim or bearing upon perfection, fitness, happiness, knowledge, and moral character.
3. How the educational end is to be realized—by exciting normal reaction in the organism—by self activity, bearing of education upon natural development.
4. Physical education as an end and as a process—healthy development of powers—games, gymnastics, discipline.
5. Education of senses—training of mind organs—awakening of intellect, attention, observation, object teaching, perception—naming and registering results of observation.
6. Transition from sense perception to ideation—image, ideas, naming and reproduction, memory, realization of the unseen—constructive imagination, language and description.
7. Transition from concrete to abstract—generalization—process of thought—definition and induction—aids in mental development from analogies; reasoning.
8. Psychological and logical view of knowledge—order of acquisition—empirical as introductory to scientific knowledge—topical concatenation of studies.

9. Knowledge and particular knowledge—selection of studies and bearing upon development of human faculty—the ideal curriculum.

10. Education as concerned with feelings—calling forth interest by education, enthusiasm, æsthetic culture—formation of taste in literature and in art.

11. Education as acting on will and character—value of method—development of intelligent sense of duty—influence of custom, law, society, etc.

12. Typical plan of education and its concrete modification—the spirit of the age—nationality—adjustment of education to individual needs—specialization, etc.

This brief review of Philosophical Teaching in London takes no note of Societies for discussion like the Aristotelian, or of instruction which is more or less for a private character, or of the University Extension Society, which, except in the cognate branch of Political Economy, has not yet developed Philosophical Study, although the lectures of the Ethical Society have been brought into relation with this Society. It will be seen that in a scattered and disconnected form there is a considerable supply of instruction in some of the branches of Philosophy, under the heads of Logic, Psychology, and Ethics, and to these might be added Political Economy did the scope of the paper permit, but for the study of General Philosophy on a systematic plan, University College is practically the only centre.

The subject of a Teaching University for London has for several years been agitating the public mind. A recent attempt to transform University College, King's College, and the Medical Colleges into such a University to the exclusion of the other teaching institutions has failed. A Royal Commission is being appointed to consider the whole subject and to suggest some plan co-ordinating under one head the scattered agencies of a higher education in the Metropolis. It is confidently hoped that before long some system will be devised by which they will be brought into closer relation with the existing University, or failing that, be organized under a New Teaching University which will systematize their work, stimulate to the utmost their energies and prevent that waste of power which is inevitable in the circumstances when a number of isolated educational bodies follow their own plans with no common bond or directing force.

We may hope that when this project takes definite shape, among other good results will be an impetus to philosophical study, and the full recognition of its bearing upon education and life. And further we may hope that a Metropolitan University would establish and properly equip a laboratory for experimental psychology and research, such as is to be found on the Continent and in more than one American college, the absence of which can not but be regarded as indicating a very imperfect appreciation of the value of such pursuits in the greatest city in the world.

I am,

Yours faithfully,

G. ARMITAGE SMITH.

COPENHAGEN, April 6, 1892.

TO THE EDITOR,

My dear Sir,

You have in your friendly letter expressed the wish to know something about my work as a teacher of philosophy. There is not much to tell, but perhaps it will be of interest to you and your readers

to hear something about the manner in which philosophy and psychology are studied in our little country.¹

We have the rule at our university, that the students in their first year go through a philosophical course, consisting of four hours per week through two semesters. My colleague, Professor Kromoa, and I conduct this course, so that the students can choose which of us they will hear. In this course I make use of my "Outlines of Psychology," of which the greater part is read every year. I treat Psychology as a fundament of Philosophy, all three great philosophical problems—the problem of knowledge, the problem of being and the ethical problems—being intelligible only from the point of view of human consciousness. Empirical Psychology is thus an introduction to Philosophy. In this spirit is my book conceived. I have endeavored to give a complete view of the facts and forms of psychological life with special stress on the subjects which are interesting from a universal philosophical point of view. I have, so far as possible, endeavored to make use of all the sources of psychological experience and knowledge. And I have sought to express my thoughts as briefly and clearly as possible. I cannot here omit to say that the friendly reception my book has experienced in England and America, is in a very great measure due to the excellent English translation, for which I am indebted to Miss Mary Lowndes.

In the said course I give further the elements of Logic (after the method of Jevons), and sometimes a few chapters of Ethics or of the history of Philosophy.

Other lessons are designed for those students that are peculiarly interested in Philosophy. Here I discuss philosophical and psychological questions, often in the form of colloquia. Thus I have treated a series of questions on which of late I have written several papers, which in a German translation have appeared in the "*Vierteljahresschrift f. wiss. Philosophie* (vol. XIII—XV). Or I read with my students some philosophical work (e. g. the Ethics of Aristotle; Spinoza's "Ethica;" Kant's Kritik der reinen Vernunft, der praktischen Vernunft, der Urtheilskraft; the Logic of Stuart Mill; Spencer's "First Principles;" Wundt's Logic).

Finally, I lecture on the history of Philosophy or on Ethics. These lectures are attended not only by students, but also by other ladies and gentlemen. The rooms of our University stand open for all who think they can get any profit from the lectures.

In these last years (after the appearance of my "Ethics") my studies have been concentrated on the history of Philosophy.

My colleague, Prof. Kromoa, has as text-book for his course his "Logic and Psychology" (of which a German translation has appeared). His other lectures are on the theory of knowledge (on which he has written a work, which is translated into German: "Das Naturerkennen") and Pedagogics. Dr. Wildens is lecturing on Aesthetics and Sociology, Dr. Starke on Ethics, Sociology and History of Philosophy. We have at our University a psychological laboratory, under the direction of Dr. Lehmann, whose experimental treatises are translated in Wundt's Studien.

This will give you a short view of my "work and surroundings."

Believe me, dear Sir, yours very truly,

HAROLD HÖFFDING.

¹For a fuller view see the paper of my late young friend *Knud Ipsen*: "Die dänische Philosophie des letzten Jahrzehnts" (Phil. Monatshefte, 1891, XXVII, 290.) and my paper in the Archiv für Geschichte der Philosophie, II.

BERLIN, April 14, 1892.

My dear Professor Stanley Hall :

I feel rather flattered by your kind inquiry about my lectures, but find it difficult to give you an appropriate answer in a short letter. Since I have come to the University of Berlin (1888), I have lectured on subjects which have always specially interested me. The physiology of protoplasm, comparative physiology, general physiology, psychogenesis (in the Victoria Lyceum), physiology of sensation (in the Urania), and macrobiotics.

The titles of my regular lectures in the University as given in the catalogue do not convey an exact idea of their full contents, but I am obliged to give short titles like all the others. This does not in the least prevent me from expounding my own views, for instance on psychology in my lectures on the physiology of hypnotism, the first academical lectures on the subject held in Germany, on the evolution of physiological functions in general and on psychical functions especially in my lectures on "Concurrence" ("die Lehre vom Kampfe um das Dasein.")

Protoplasm being the basis of life is my greatest favorite, and I have been led to investigate this wonderful complex of changing substances with increasing interest, but the necessity of preparing new editions of previous books (Mind of the Child, 4th ed.,) and pamphlets or papers, absorbs a good deal of my time, or rather has done so during 1889-91. I am working hard now to get my work on the organic elements and the generic system of elements in general ready for print. I hope to see you in London August 1, at the Psychological Congress, and at Edinburgh August 3, at the meeting of the British Association. I shall read a paper at London on the origin of the notion of numbers, and send some abstracts, which, although they are not quite new, may be unknown to you and may perhaps interest you.

Yours sincerely,

WM. PREYER.

Monsieur le Prof. G. Stanley Hall, Editeur de L'AMERICAN JOURNAL OF PSYCHOLOGY, Clark University.

GENÈVE, SUISSE, 14 Avril, 1892.

CHER MONSIEUR,

Une chaire extraordinaire de *Psychologie Expérimentale* a été créée l'an dernier dans la Faculté des Sciences de notre université (mais sans laboratoire). Ayant été chargé de cette enseignement, j'ai naturellement jugé indispensable de le compléter par des travaux pratiques. Au moyen de quelques instruments que je possède, et d'une salle que l'État m'a prêtée dans le bâtiment de l'université, j'ai pu, le 15 février dernier, ouvrir aux étudiants un laboratoire très modeste, dont nous devons encore nous contenter cet été. Pour le semestre d'hiver prochain, nous avons la perspective d'obtenir un local mieux aménagé, composé de cinq petites chambres d'une superficie totale d'environ 100 mètres carrée, où je mettrai les instruments suivants à la disposition des étudiants : chronoscope de Hipp (de Peyer et Fararger à Neuchâtel); chronomètre de d'Arsonval (de Verdin à Paris); pendule marquant les .01 de seconde (d'Elbs à Fribourg¹_B); quelques instruments d'optique et d'acoustique, périmètre de Landolt, diapasons d'Appun, etc; divers modèles du cerveau, entre autres le grand modèle d'Auzoux (décrit dans votre journal, tome IV, p. 132); enfin quelques-uns des ingénieux instruments imaginés par M. Münsterberg à Fribourg¹_B, et que grâce à son obligeance j'ai pu faire reproduire par son constructeur M. H. Elbs.

(Sphygmograph, Augenmaasapparat, Schallapparat, Arbwemegungen-apparat.) Quand nous aurons ainsi installé en fait un petit laboratoire de psychologie, l'Etat ne pourra manquer de le reconnaître officiellement, et de lui accorder un crédit annuel permettant de lui donner peu à peu un plus grand développement. En ce qui concerne nos travaux, nous nous bornons pour le moment à quelques recherches élémentaires sur les temps de réaction et d'association, sur les types d'imagination, etc.

Je me souviendrai à l'occasion, cher Monsieur, de votre offre aimable d'insérer de nos travaux dans votre estimé et très-intéressant Journal, dont je suis un fidèle abonné, et un lecteur régulier, depuis sa fondation.

Veuillez, je vous prie, recevoir l'expression de la considération la plus distinguée

de votre bien dévoué,

THÉODORE FLOURNOY.

DORPAT, 11. IV. 1892.

Hochgeehrter Herr College !

In Beantwortung Ihrer geehrten Zuschrift beeile ich mich, die gewünschten Auskünfte Ihnen zu übermitteln. 1. Die Klinik für Nerven- und Geisteskranken verfügt über 80 Betten. 2. Es existirt ein Cabinet a) für mikroskopische, b) für psychophysische Untersuchungen. 3) Ich lese klinische Psychiatrie, 4 Stunden in der Woche, und Poliklinik der Nerven- und Geisteskrankheiten ebenfalls 4 Stunden. Der Besuch der Vorlesungen ist für die Studirenden nicht obligatorisch; auch findet kein Examen statt. 4. In laufenden Jahre habe ich eine Arbeit, betitelt "Criminalanthropologie" (russisch) veröffentlicht. Dr. Daraszkiewicz, Assistent der Klinik, erfasste eine Studie, "Ueber Hebephrenia" (Inauguraldissertation).

Hochachtungsvoll,

WLADIMIR v. TSCHISCH.

On the Question of Psychophysiology, Consciousness and Hypnotism. In Mind, 1891, XVI, No. 63, E. W. Scripture writes, "The [materialistic] theory asserts that certain of these nervous phenomena produce states of consciousness or mental phenomena and others do not." Materialism is an obscure term. To be sure, such an assertion and a monism understood in this sense would be nonsensical. Researches in hypnotism, however, have strikingly proved that so far as its reminiscent content is concerned our consciousness (subjectivism) depends directly on the phenomena of inhibition or on the absence of such phenomena. Normal dreamlife, natural and artificial somnambulism, all prove that our cerebral activity can divide itself into several varieties or kinds which may be or may not be separated from their objective dynamisms and which appear subjectively as completely independent of each other. The most familiar form of cerebral activity appears to us in the shape of our chief consciousness in the waking condition. This chief consciousness, however, we can, by hypnotic suggestion, insert or cut out at pleasure. The nervous processes which at each moment appear as "unconscious" are really not such, but are only cut out from the momentary chain of phenomena of the chief consciousness, whether it be that they become obliterated for a time, or that a sudden inhibition hinders them from taking part in an association with that chain of phenomena, or that, as is often the case, they take place in another part of the central nervous system of which the subjectivism is mediately and loosely connected with our cerebral consciousness (just as its cell-fiber system is mediately and loosely connected with the cerebral systems), or finally that the process is so short and so weak that even in occurring it is, so to speak, forgotten. According to this view, which agrees essentially with Janet's and Dessoir's "multiple consciousness," we do not need to assume a nervous process that goes on without consciousness. On the contrary

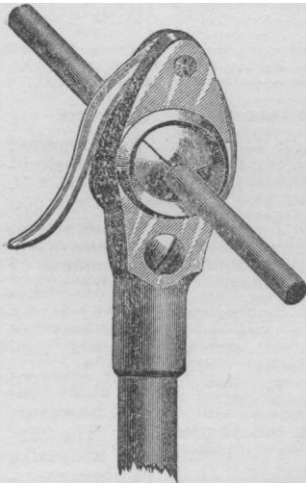
we can and must suppose that in all probability consciousness is not only to be attributed to various parts of the nervous system, but exists also outside of the nervous system in the natural world as the simple primitive form of subjectivism. Physiological psychology has consequently to study the correspondence between the phenomena of our chief consciousness (that is, of the field of psychology) with that part of the cerebral activity to which they correspond and therefrom to deduce the laws for other similar correspondence. It thus has to attempt to reduce the psychological phenomena to the laws of the physiology of the nervous system.

PROF. A. FOREL.

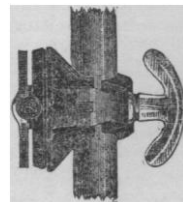
Hypnotism in the Asylum. In my work on hypnotism I have mentioned that I used suggestion in the noisy divisions of the Burghölzli Asylum for the purpose of making the attendants insensitive during their sleep for the dreadful racket of the patients; thus they can sleep quietly and restfully and yet wake up upon the occurrence of any unusual disturbance among the patients. Up to the present the chief noise was on the women's side and this action was not necessary on the men's side. Last summer, however, two new attendants complained of the great noise of the restless male patients and asked me for help. It was sufficient for me to hypnotise them with the appropriate suggestions last June. Since that time they have not heard the noise during the night and have always slept well, although the noise has continued to be very great.

PROF. A. FOREL.

O. C. White of Worcester has patented a ball-joint that is exactly what psychologists and physiologists have so long sought. One of the forms is shown in figure 1, where the joint is fixed at the end of a rod. The fastening of the joint takes place with absolutely no variation of the adjustment. The manner in which the parts clamp together is peculiar, being everywhere a wedge-action. The curvature of the inside of the socket is that of a sphere smaller than the ball which it encloses; likewise the hole through which the slide-rod is placed is of smaller radius than the rod. Consequently the parts do not touch over their whole surfaces, which would render firm fastening difficult, and after a little wear, impossible. As a result a slight pressure on the lever serves to cause a good fastening and with full pressure a $2\frac{1}{2}$ inch ball will support 75 pounds on the rod at a foot from the center without the slightest sliding.



The clamp shown in figure 2, is also a universal joint, but the movement is obtained on a different principle. It is arranged to slide on the rod of a stand in the usual way but it contains two discs revolving in a vertical plane, these having a cylindrical opening for the rod to be held. This gives the up and down motion, a complete circular movement in any vertical plane and, by pushing the rod through to the desired extent, the radius of the circle can be of any length.



According to the Yale circular of graduate instruction, early in next year laboratory work in experimental and physiological psychology, under a special and competent instructor, will be opened to graduate students,—comprising the following two courses:

1. *Experimental and Physiological Psychology.* 2 hrs. both terms.

This course will provide for a study (illustrated by charts, models, histological preparations, and a certain amount of laboratory work) of the human nervous mechanism, and of the principal relations which exist between changes in this mechanism and the activities of the mind. The text-book is Ladd's "Elements of Physiological Psychology."

2. *Special Problems in Psychology.*

Under the guidance, and with the assistance, of the instructor, particular problems in experimental and physiological psychology may be worked out in the laboratory. Such work will be permitted to count for the degree of Doctor of Philosophy, according to its excellence and the amount of well-spent time devoted to it. It is expected also that, in certain cases, theses for this degree may be prepared as giving the results of such work.

The psychological instruction at Harvard next year will consist of three courses. The elementary course will be conducted by Prof. Royce on the foundation of James's Briefer Course; it will extend over one-third of the year with three hours a week. The advanced course will be conducted by Dr. Nichols, using Ladd's Outlines and James's Principles and including a thorough course of laboratory exercises; it will occupy three hours a week throughout the year. The graduate course will be in the hands of Prof. Münsterberg, formerly of the University of Freiburg, who is now Director of the Psychological Laboratory; he will have general control of the experimental work.

The Susan Linn Sage School of philosophy, at Cornell, was founded in September, 1891, with the addition of \$200,000 to the previous endowment for a professorship. The leading idea seems to be the employment of specialists in each line of philosophy. One instructor devotes all his time to the history of ancient philosophy, and two others attend strictly to the history of modern philosophy along with systematic metaphysics. There is a professor of the history and philosophy of religion and another of pedagogy. Another professor gives most of his time to ethics; there is also a special instructor of logic. *The Philosophical Review* edited by Prof. Schurman is the organ of the school. A department of psychology has also been opened. The laboratory will contain equipment of apparatus most of which was made at Leipzig under the personal supervision of the professor, Dr. Angell.

The following list of lectures and exercises in the German universities last winter is intended to include not only the strictly experimental work but also those courses in pathology that have a distinctly psychological bearing.

Leipzig: WUNDT, (with the assistance of Dr. Külpe), Special investigations and exercises in the psychological laboratory. KÜLPE, Lectures on psychology, Introductory course in the psychological laboratory. GLÖCKNER, Pedagogical psychology. FLECHSIG, Psychiatric clinic, Forensic psychiatry. *Berlin*: DILTHEY, On the application of psychology to pedagogical questions, Lectures on psychology. LAZARUS, Lectures on psychology. EBBINGHAUS, Lectures on psychology with reference to experimental and physiological psychology, Exercises in experimental psychology. JOLLY, Pathology and therapeutics of men-

tal diseases, Clinic. *Bonn*: MARTIUS, Elements of psychology, Psychological exercises. PELMAN, Mental disturbances that border on insanity, Clinic. KOCHS, On hypnotism, sleep and the narcotic condition. *Goettingen*: G. E. MÜLLER, Lectures on psychology, Experimental psychological investigations. MEYER, Psychiatrial clinic. *Heidelberg*: KRAEPELIN, Physiological psychology, Psychiatrial clinic.

The *Institut Psycho-Physiologique de Paris* was founded in 1891 for the theoretical and practical study of the psychological and therapeutical applications of hypnotism. A free clinic for nervous diseases is annexed to the institute where physicians and students of medicine regularly inscribed are admitted for practice in psychotherapy. A private hospital adjoining the clinic receives morphomaniacs and those requiring constant attention.

The *Société d'hypnologie* of Paris has monthly meetings, at which papers on hypnotism are read and clinical cases presented. Dr. Dumont-pallier is president and Dr. Bérillon is general secretary.

The Second Session of the International Congress of Experimental Psychology will be held in London, on Tuesday, August 2d, 1892, and the three following days.

Arrangements have already been made by which the main branches of contemporary psychological research will be represented. In addition to the chief lines of investigation comprising the general experimental study of psychical phenomena in the normal human mind, it is intended to bring into prominence such kindred departments of research as the neurological consideration of the cerebral conditions of mental processes; the study of the lower forms of mind in the infant, in the lower races of mankind, and in animals, together with the connected laws of heredity; also the pathology of mind and criminology. Certain aspects of recent hypnotic research will also be discussed, and reports will be given of the results of the census of hallucinations which it was decided to carry out at the first session of the Congress (Paris, 1889).

On Feb. 12th died Hermann Aubert; born November, 1826, at Frankfurt a. O., he studied chiefly in Berlin, taking his degree in 1850. Appointed Professor of Physiology at Rostock in 1865, he devoted himself mainly to physiological optics. After a smaller work, the *Physiologie der Netzhaut* (1865), he published his famous "*Physiologische Optik*" (1876). His last experimental investigations referred to the limits of accuracy of ophthalmometric measurements.

The publication of an encyclopedia of medical propædæutics is about to be begun under the direction of Prof. Gad in Berlin. Extensive space is to be given to physiological psychology and the neighboring subjects. The psychology of the senses, excluding sight, is to be treated by Goldscheider, physiological optics by Cl. Dubois-Reymond, cerebral physiology by Ziehen and general psychology by Münsterberg.

At the University of Basel died the eighty year old Prof. I. Hoppe, formerly practicing physician, but for many years busied with psychological speculation. He has bequeathed half a million marks to the university, with the condition that a commission shall be appointed which shall in Hoppe's house meditate uninterruptedly on the nature of the soul, and shall in publishing their results refrain from the use of all foreign words.

The laboratory of experimental psychology of Columbia College is established in four rooms, occupying the upper floor of the president's house. These include rooms for instruction and research, and a dark room for the study of vision. A collection of apparatus has been secured at a cost of about \$2,500, and this will be further increased during the

present year. The liberal regulation recently adopted by the trustees makes it possible for men of science not connected with the college to use the laboratory and apparatus for special research.

According to statistical material gathered by Volkelt, the lectures on psychology have increased most of all in the universities of German tongue. During the year 1887-88, the lectures were distributed as follows: Psychology 67, logic 64, metaphysic 25, ethics 41, history of philosophy 154; whereas in the year 1890-91, there were: Psychology 78, logic 64, metaphysic 27, ethics 51, history of philosophy 138.

A free course of lectures on the clinical and medico-legal applications of hypnotism is given by Dr. Bérillon in the Practice School of the Faculty of Medicine at Paris.

Dr. Max Bessoir, well known for his writings on hypnotic subjects, has been appointed Docent of Philosophy at the University of Berlin. He will lecture chiefly on psychology and æsthetics.

Professor Flournoy has been appointed to the newly founded chair for physiological psychology at the University of Geneva. A laboratory is about to be begun on the plan of that at Freiburg.

The psychiatrist and psychophysicist, Prof. Kräpelin, who was recently called from Dorpat to the medical faculty of Heidelberg, has begun a laboratory for experimental psychology. Psychological lectures will be given in addition to the psychiatric ones. The University of Dorpat will continue the courses in psychology under the direction of Kräpelin's successor, Woldemar von Tschisch, the Petersburg psychiatrist. Both Kräpelin and Tschisch are former pupils of Wundt.

The third Congress of Criminal Anthropology will be held at Brussels from the 28th of August to the 3d of September of this year. The extensive program includes nineteen groups of subjects to be considered. Communications are to be addressed to M. C. Dr. Semal, président, l'Asile de Mons, Belgique.

A grant of £250 has been made to the Physiological Laboratory of the University of Cambridge, England, for the purpose of establishing a psychological department. This is the only opportunity for psychological instruction in the laboratory in England.

A laboratory has been established in the University of Toronto. Its fittings have cost about \$450. An appropriation of \$800 has been made for apparatus, and \$300 a year have been allowed as for maintaining it. Prof. Baldwin has gone to Europe largely in the interests of equipment.

Prof. Frank Angell of Cornell has accepted the chair of psychology at the Stanford University.

Dr. Edward Pace, a pupil of Wundt, who took his degree at Leipzig with a dissertation entitled "Das Relativitätsprincip in Herbert Spencer's psychologischer Entwicklungslehre," has taken the chair of psychology in the Catholic University at Washington and has started a laboratory.

Edmund Delabarre, Ph. D., (Freiburg), has just gone to Brown University after taking his degree with an experimental investigation made in Münsterberg's laboratory. A laboratory will be started.

Dr. Charles Strong will lecture next fall at the University of Chicago.

American workers are to be again warned against importing apparatus which is wholly or partly made of wood. In a few months the American climate warps the wood and consequently renders the apparatus, in most cases, almost useless. This fact, long since known to piano-dealers, is sometimes lost sight of in the laboratories or is not learned till after expensive experience.